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ABSTRACT

This publication is the Teacher Guide to the "What If...Series," a series of four booklets containing readings and activities which will help secondary students and adults learn about the political and legal systems and acquire effective coping skills. Topics treated in the booklets are: how a bill becomes a law; the rights of the arrested; how to use a ballot; and what the court structure is. The materials are intended for use in secondary schools and in naturalization and High School Equivalency Programs. The booklets are written at two reading levels -- Set 1 at grade 4,5 and Set 2 at grade 7,8 -- yet content activities and paging of both sets are the same. The process for teaching the series has four steps. First students become aware of the basic facts and issues on topics through readings, audiovisuals, and directed discussion. The second step is teaching the students coping skills such as seeking information over the telephone, filling out forms, using a voting machine, and interviewing an official. Students then meet professionals such as lawyers, judges, and state legislators who are invited into the classroom for interviews, debates, or role plays. The fourth step involves students in using the community as a classroom to reinforce and apply the skills they learned in class. Evaluation and record keeping instruments are included in the guide. Training sessions can be arranged by contacting the staff of the Institute for Political and Legal Education. (Author/RM)

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WHAT IF . . . YOU WANT TO TEACH POLITICAL/LEGAL COPING SKILLS?

- TEACHER GUIDE -

SP 012 329

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WHAT IF...YOU WANT TO TEACH POLITICAL/LEGAL COPING SKILLS?

TEACHER GUIDE
INTRODUCTION

PROGRAM RATIONALE

Motivating adults "to participate in the affairs of democracy" and helping adults "to become better citizens" have long been goals of adult education. The search for successful programs to accomplish these goals continues as it is clear that many citizens feel powerless and without an effective voice in the system.

Students are asking to learn about the political and legal systems and effective coping skills. A 1977 study in New Jersey reports that students want to know and feel they need to know:

-- how a bill becomes a law
-- the rights of the arrested
-- how to use a ballot
-- what the court structure is

Similarly in California, voting and the necessary skills to vote were listed as the number one competency needed by adults polled.

Under a special project FY '78 grant (309) from the New Jersey Department of Education, Bureau of Adult Continuing and Community Education, the Institute for Political and Legal Education developed a series of readings and activities to meet various political/legal needs and piloted the material at five sites, with positive student/teacher reaction.

Teaching citizenship competencies -- political/legal coping skills -- while at the same time developing basic skills, is the goal of these materials. The approach is practical rather than theoretical. It is activity and task oriented. It embodies the premise of a 1975 report by the Adult Performance Level (APL) Project of the University of Texas that basic skills (reading comprehension, writing, speaking, listening, computation and problem solving) could be taught through content areas. The APL project identified a set of performance objectives and tasks for 5 knowledge areas including government and law. Many of these tasks are

met in the IPLE materials, i.e.:

-- registering to vote
-- using a ballot
-- writing a legislator

CURRICULUM MATERIALS

What if...you want to register to vote?
What if...you want to cast a ballot?
What if...you feel there ought to be a law?
What if...you are arrested?

The booklets are written at two reading levels -- Set I, 4/5 and Set II, 7/8 -- yet content activites and paging of both sets are the same. They are designed to be used by adult learners first in a classroom setting (i.e., ABE, GED, special projects), and later as a resource booklet for students' referral.

METHODOLOGY

The process for teaching Political/Legal Coping Skills utilizes a carefully designed sequence of strategies which has essentially four steps:

(1) Students become aware of the basic facts and issues on topics through any combination of:
   (a) reading
   (b) directed discussion using the inquiry method in the classroom
   (c) A/V materials on the topic

(2) Students learn specific coping skills such as:
   (a) seeking information over the telephone
   (b) filling out forms (i.e., for voter registration, absentee ballot)
   (c) using a voting machine
   (d) interviewing an official

(3) Students meet professionals such as lawyers, judges, state legislators, lobbyists, public advocates, invited into the classroom for interviews, debates, or role-plays. Students talk to real persons in political office and discuss real problems and situations.

(4) Students use the community as a classroom to reinforce and apply the skills they learned in class. Students use the community for field trips, research, and actual service meeting APL objectives by the specific tasks

they carry out. The students learn citizenship skills, and they can be expected to change their behavior, becoming competent, active citizens who can both efficiently utilize community resources and positively contribute to that community.

The effective use of resource persons is crucial to the success of this methodological approach. Teachers need to plan carefully which key community leaders will be asked to share with students. Some suggestions are offered on the summary sheet, "Recommended Resources and Classroom Strategies."

OBJECTIVES

As a result of participating in this curriculum, the students will:

(1) achieve the APL, action-oriented, objectives in the knowledge areas of government and law;

(2) develop the basic skills necessary for general APL functional competencies;

(3) give evidence of growth on the affective level by increased participation in governmental and law-related functions.

EVALUATION

A pre/post test is printed in this guide with an answer key. You may duplicate the test in its entirety, or you may wish to administer to your students only those questions applicable to the content material of those booklets you plan to use with your students.

The following forms used in the pilot project may be helpful to you in evaluating your students and in maintaining records:

-- Teacher Check List

-- Student Reaction Sheets for each topic module

-- Teacher Comment Form for each topic module

The authors would be delighted to receive any information generated from the use of these forms.

STAFF DEVELOPMENT

Training sessions can be arranged by contacting IPLE staff and will include:

-- an overview of APL objectives

-- political/legal content material

-- recommendations for program implementation

Follow up consultations and on-site visitations can be scheduled.

RECOMMENDED RESOURCES AND CLASSROOM STRATEGIES

COMMUNITY RESOURCES

County Board of Elections
League of Women Voters
Legal Aid Society
Legislators
Lobbyists
New Jersey Bar Association
Police Stations
Political Party Headquarters (Republican/Democrat)
Public Defenders Office

FIELD TRIPS

Local Legislative Session
Local Judicial Session

AUDIO VISUAL

First Step to Voting: Voter Registration (available from IPLE*)
Gideon V. Wainwright -- Right to Counsel (available from IPLE*)
Appropriate films on the electoral and legislative process are available through your county and/or school film libraries

CLASSROOM STRATEGIES AND ACTIVITIES

"Mind Walk"
"No Vehicles in the Park"
"Subtle Bias of the Media"
"Voter Rights"
News board of legislators and issues
Role plays
Arrest procedures
Lobbying
Registration procedures
Cartoons
(Those cartoons (compliments of R. Heinrichs) on the following pages may be used with What if...'there ought to be a law'? and are offered as an example of ways to use visuals i.e.
- promoting class discussion
- having students
  - develop captions
  - create own cartoons
  - write an appropriate editorial or commentary

Newspaper editorial pages and weekly news magazines may provide other current cartoons)

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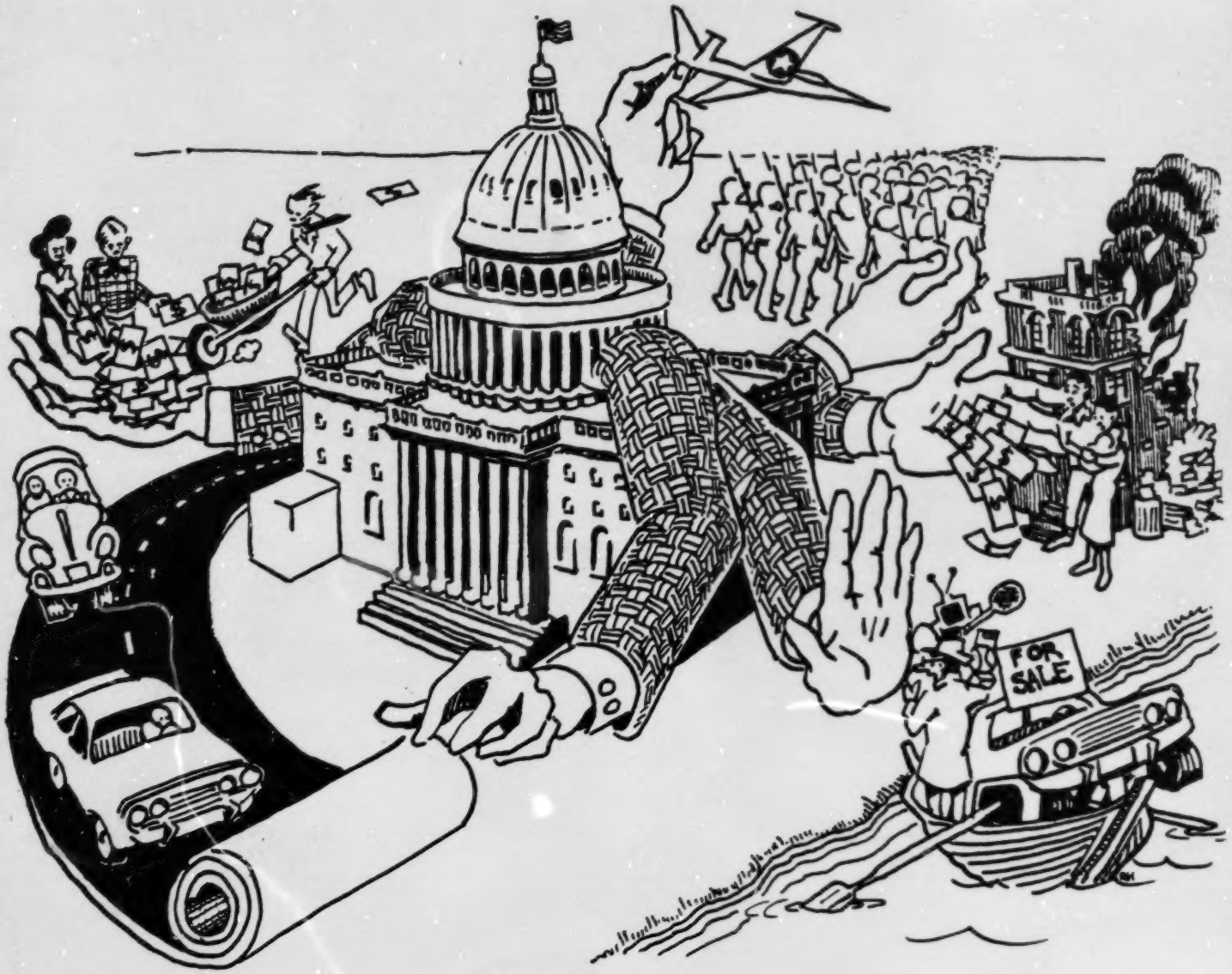
DAILY NEWS
IMMORALITY
CORRUPTION
WASTE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BILL
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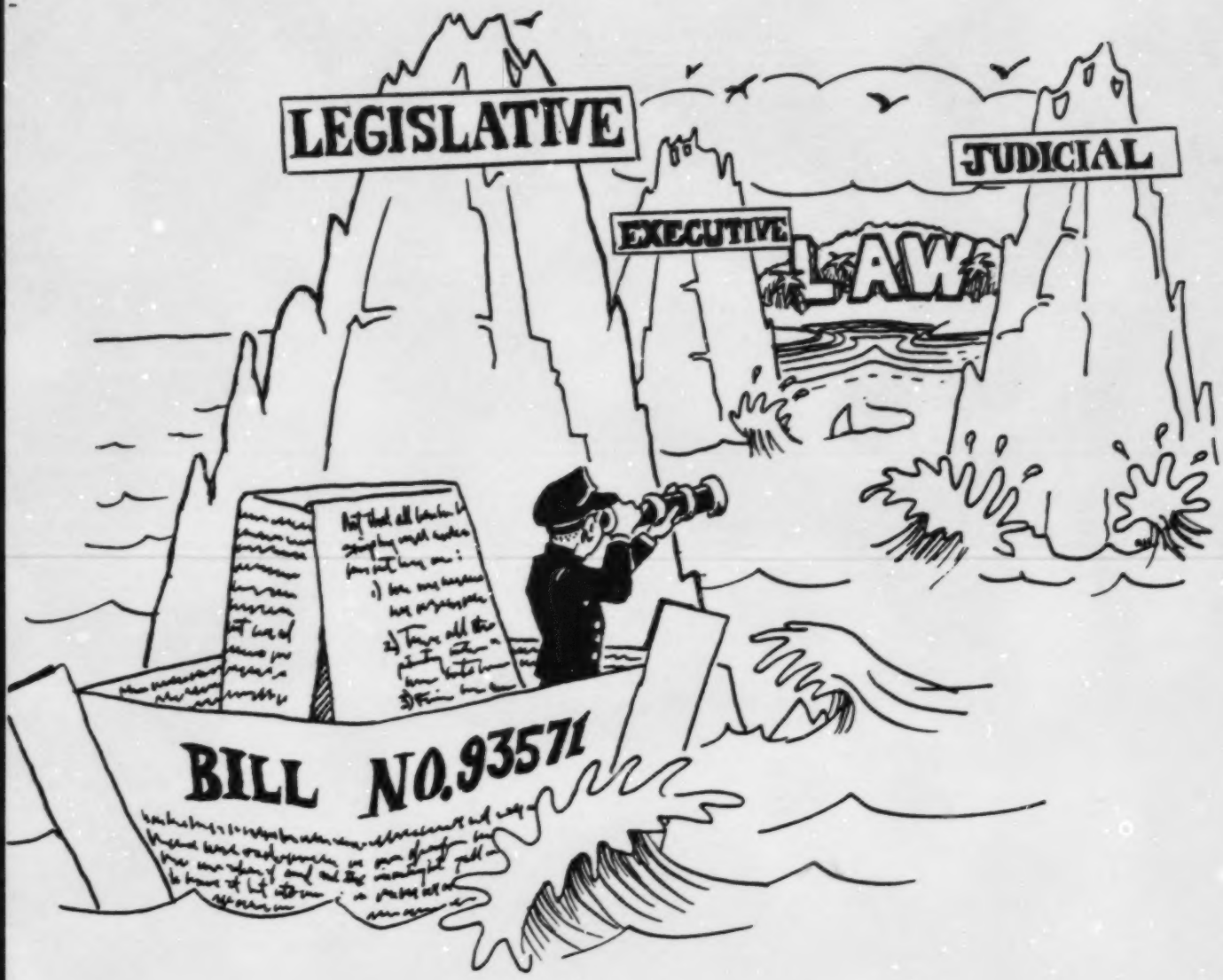
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TEACHER GUIDES

TEACHER GUIDE

WHAT IF . . . YOU WANT TO REGISTER TO VOTE?

INTRODUCTION

Registration is the first step to voting. It is not a difficult process, as the students will see. By knowing how to register, and by doing so, if eligible, students will be taking the first step toward political involvement. If they are already registered, the information in this booklet can still be of value since New Jersey registered voters can register other people. By registering others, students will be performing an important civic function -- one they may not have known about.

STUDENT OBJECTIVES

1. Students will develop a working knowledge of the rules, procedures and requirements for voter registration.

2. Students who are eligible to register to vote will do so; ineligible students will simulate voter registration.

3. Students will actually (by conducting the optional voter registration activity) or by simulation (in the booklet) assist others to register to vote.

CONTENT HIGHLIGHTS

1. Vocabulary

   Words to Know - (on back of title page)

   Words to Use - (p. 11)

2. Who may register? (p. 1)

   Age, citizenship and residency are the three main criteria. People with these qualifications could still be legally prohibited from registering because of mental incompetence or conviction of certain crimes. Exclusions based on mental or judiciary status are complex. Should questions in your class arise, ask the Board of Elections for specific advice.

3. How, when and where to register? (pp. 1-7)

   a. Registration by mail (p. 2)

      - request form, complete it, mail it.

   b. Registration in person (p. 6)

- at county and municipal buildings, at mobile sites.

c. Re-registration (p. 6)

- required if person has:

(1) failed to vote in 4 consecutive years
(2) moved from one county to another
(3) changed names.

4. Why should you register? / Is voter registration necessary? (p. 8)

pro- voter registration prevents fraud.

con- the inconvenience of registering prevents people from doing so. Then they cannot exercise their citizen right and responsibility to vote.

CONTENT APPLICATION/ACTIVITY RATIONALE

A. Booklet Activities

1. Activity A. Registering Yourself by Mail (p.2)

By using the actual form students will learn some of the criteria for registering and apply the knowledge personally.

2. Activity B. Understanding a Voter Registration Card (p.4)

Not all counties issue such cards but this activity gives students an opportunity to see another form and to get information from it.

3. Activity C. Registering Another Person to Vote (p.5)

Students will see how easy it is to register another person. This activity might be used as a role play. Then they may be more interested in helping their relatives and friends to register. They may wish to plan and to work on a voter registration drive (Optional Activity 4)

4. Activity D. Who Can Register? Who Needs to Register?

This Activity helps students to summarize their knowledge and to apply it to actual situations. If you haven't used it already, you could use Optional Activity 1 (showing of a filmstrip) at this point or use community resources - Optional Activity 2.

5. Activity E. Should New Jersey Voters be Able to Register on Election Day?

This is a very timely question as there is legislation in the New Jersey legislature which would permit registration on Election Day. This Activity should help students formulate their opinions and express them orally and in writing. You might want to have a class discussion on this question and include Optional Activity 3.

B. Optional Activities

1. Show filmstrip - "First Step to Voting - Voter Registration"
   (available through IPLE office.)
   This might be an effective booklet introduction.

2. Invite a Board of Election or League of Women Voters member into class to answer questions and/or present more detailed information on voter registration.

3. Invite a legislator for and against Election Day registration to class to debate the issue.

4. Plan and conduct a voter registration drive at your adult school or in the surrounding community. The following steps should help you organize a successful drive. Students should assume as much responsibility as possible. Have students:

   (1) Determine potential numer of registrants by doing a brief survey of the adult classes.

   (2) Arrange for sufficient number of registrars. If possible, eligible students should be registrars. If there are not enough students, ask members of the Board of Election or the League of Women Voters to assist.

   (3) Prepare and distribute publicity.

   (4) Conduct the drive.

   (5) Tabulate the results.

   (6) Issue a news release.

READING COMPREHENSION SKILLS

A. In completing this unit, the student will be developing the following aspects of reading comprehension through the activities listed.

	ACTIVITIES							
	A	B	C	D	E	Important Information I need to know	What will I do now?	Words to Use
1. Understanding the Main Idea		X	X		X		X	
2. Remembering Details		X	X	X	X	X	X	
3. Following a Sequence	X	X	X		X	X		
4. Following Printed Directions	X	X	X	X	X	X		X
5. Developing Vocabulary	X				X	X		X
6. Making Inferences		X		X	X			
7. Drawing Conclusions		X		X	X		X	
8. Application of Learning	X	X	X	X	X	X	X	
9. Synthesizing		X			X		X	

B. VOCABULARY ALERT

Some of the words in this unit may be unknown to some of the students. A good elementary dictionary like Webster's Elementary Dictionary (American Book Co., 1977) may help them.

1. assist
2. conduct (v.)
3. eligible
4. exclusion
5. inconvenience
6. notify
7. option
8. procedure (process)
9. residence
10. response
11. site
12. witness (n. and v.)

TEACHER GUIDE

WHAT IF . . . YOU WANT TO CAST A BALLOT?

INTRODUCTION

Voting is considered a citizen right and a responsibility. To exercise this right and responsibility intelligently and effectively, many citizens - even those who vote regularly - need information on how and when to cast an informed vote. Obtaining this information, should help your students become more effective members of the electorate. They should become more confident in the political power and the potential impact of their vote.

STUDENT OBJECTIVES

1. Students will know who may vote; the qualifications required for voting.
2. Students will learn how voting rights have been expanded by constitutional amendment, federal and state laws and court decisions.
3. Students will know when, where and how to vote either at the polls or by absentee ballot.
4. Students will know where to obtain material on candidates and issues and how to compare different views.

CONTENT HIGHLIGHTS

1. Vocabulary

   Words to Know - (on back of title page)

   Words to Use - (p. 35)

2. Who may vote? (pp. 4-7)

   a. Now, people meeting these 4 qualifications:

      age - Be 18
      citizenship - Be a U. S. Citizen
      residency - Be a N.J. County resident for at least 30 days
      registration - Be properly registered

   b. Previously there were many restrictions. These were removed through:

      (1) Constitutional changes (pp. 4-5)
      (2) Other laws and court decisions (pp. 6-7)

3. When to vote? (pp. 8-17)

   a. Primary Election (pp. 10-13)
   b. General Election (pp. 14-17)

4. How to vote? (pp. 18-31)

   a. Casting an informed vote (pp. 18-25)
      Securing information on candidates and issues from political parties, newspaper and T V, sample ballots, etc., are important in this process. Then, it is necessary to compare views in order to make informed choices.

   b. Casting a ballot at the polls (pp. 26-28)

   c. Casting an Absentee Ballot (pp. 29-31)

CONTENT APPLICATION/ACTIVITY RATIONALE

A. Booklet Activities

1. Activity A. Your Representatives - Who are they?

   This Activity will help students (pp. 2-3) get facts on the people and offices at each level of government for whom the students will cast a ballot. This knowledge should make students more aware of elected officials and the fact that these representatives serve at the pleasure of the voter. To get the necessary facts to complete this activity, students will need to use various community resources. This process should increase their confidence in getting information for themselves.

2. Activity B. Your Right to Vote: Did the Constitutional Amendments make a difference for you? (p. 5)

   This Activity will teach students about the 4 Constitutional Amendments affecting their right to vote. Hopefully, when they do the activity, they will feel the impact of the Constitution on their lives.

3. Activity C. What Do I Know?/ What Do I Think? (p. 7)

   This Activity should help students summarize the knowledge they have acquired and then formulate their opinions.

4. Activity D. What Type of Person Would You Vote For? (p. 9)

   Thinking about the qualities necessary for public office should help your students make more informed electorate choices. By discussing their favored qualities with others, they will have an opportunity not only to articulate their initial opinions, but also, perhaps to modify them as a result of discussion between students. This Activity

might be the basis for a class discussion and poll. Additionally, Optional Activity 2 would be appropriate.

5. Activity E. Changing Party Affiliation to Vote in a Primary Election. (p. 11)

   This Activity has students complete an actual New Jersey election form. It re-enforces the need for party affiliation in candidate selection.

6. Activity F. Open or Closed Primary Elections? What Do You Think? (p. 13)

   This Activity should help students formulate their opinions.

7. Activity G. Understanding the Sample Ballot (pp. 14-19)

   Students will learn facts from the sample ballot. It should make them more confident and ready to use future sample ballots.

8. Activity H. Using Candidate Statements from the Sample Ballot (pp. 20-23)

   Reading these statements on the sample ballot should help emphasize the sample ballot's usefulness to citizens.

9. Activity I. Comparing Candidates' Statements (pp. 24-25)

   This Activity should help develop the skills necessary to make informed choices. Having a candidate's night -- Optional Activity 4 -- would re-enforce the concept of hearing all opinions before making a decision on what candidates to vote for.

10. Activity J. How to Vote on a Voting Machine (p. 28)

    This Activity should help students understand the mechanics of voting. You could arrange with the County to have voting equipment displayed at your school. If computer cards, paper ballots or other means of voting are used in your County, you can have a classroom demonstration.

11. Activity K. Applying for an Absentee Ballot. (pp. 29-31)

    Students will know what to do either to get an absentee ballot for themselves or to assist a friend in obtaining an absentee ballot. By knowing about the procedure for applying for an absentee ballot, students are protecting their right to vote and becoming better equipped to exercise their responsibility to vote.

B. Optional Activities

1. Use Voter Rights Exercise (available from IPLE). This could be done either to introduce the booklet or in conjunction with Activity B or C.

2. Study role of the media in elections:

   a. Demonstrate bias of the media. Available from IPLE.

   b. Have students watch for subtle bias.

   c. Invite panel of media representatives, candidates, party leaders and PR people to speak on "image making" and bias.

3. Have students publicize an election.

   a. Set up in school an issue analysis board with news clippings on candidates and issues.

   b. Help get out the vote.

4. Conduct a Candidates' Night.

READING COMPREHENSION SKILLS

A. VOCABULARY ALERT

The purpose of the Vocabulary Alert is to present words from "... Cast A Ballot" which may cause the student reading difficulty. The problem may be due to the fact that the concept is used in an unfamiliar context or because the visual representation, the word, may be unfamiliar to the reader even though the concept is familiar. The teacher can use the list in any way that seems appropriate, whether by presenting the words before the students begin this module, in the middle of their work, or at the end, as a comprehension check for possible re-teaching.

1. affect (v.) (p. 5)	9. practice, voting practices (p. 6)
2. compare (p. 5)	10. preference (p.12)
3. contact (v.) (p. 11)	11. prohibition (p. 6)
4. decision (p. 1)	12. protection (p. 8)
5. equipment (p. 8)	13. qualify (p. 4) qualification (p.33)
6. extend (p. 7)	14. responsible (p. 1) responsibility
7. media (p. 18)	15. time limitation (p. 1)
8. opinion (p. 13)	

READING COMPREHENSION SKILLS (Cont'd.)

B. In completing this unit, the student will be developing the following aspects of reading comprehension.

	A	B	C	D	E	F	G	H	I	J	K	Important Information I need to keep	What will I do now?	Words to Use
1. Understanding the Main Idea		X	X	X	X	X	X	X	X	X			X	
2. Remembering Details	X	X	X			X			X	X	X	X	X	
3. Following a Sequence	X				X	X			X	X		X		
4. Following Printed Directions	X	X	X	X	X	X	X	X	X	X	X	X		X
5. Developing Vocabulary	X			X	X		X	X			X	X		X
6. Making Inferences			X				X	X	X	X				
7. Drawing Conclusions		X	X	X		X	X	X	X					
8. Application of Learning	X	X	X		X	X	X		X		X	X	X	X
9. Synthesizing		X	X	X		X	X	X	X			X	X	

TEACHER GUIDE

WHAT IF . . . YOU FEEL "THERE OUGHT TO BE A LAW"?

INTRODUCTION

Citizens with ideas for laws or solutions to problems are often frustrated by the political system. Because they do not know how to communicate to their representatives effectively, they feel powerless and without a voice. By learning about the legislative process and by developing the skills to become citizen lobbyists, these people can move from seeming apathy and uninvolvement to confidence and participation.

CONTENT HIGHLIGHTS

1. Who makes laws? (pp. 3-8)

   Representatives are people elected at each level of government - local, county, state and federal - empowered to make laws.

   a. Their backgrounds vary.

   b. Their terms are limited and then they must face the electorate again.

2. What are laws about? (pp. 9-21)

   a. Different types of laws are made at various levels of government, i.e. federal - food labeling laws; local - animal control laws.

   b. Law is pervasive; there are laws on almost every conceivable aspect of life - birth to death.

   c. Lawmakers give information through newsletters about new and proposed laws and seek constituent input through polls and letters.

3. When and where are laws made? (pp. 22-24)

   a. Laws are made at regularly scheduled public meetings.

   b. Attendance at distant lawmaking bodies is difficult but you can observe the legislative process within your own city. (Going as a class to a city council session with proper preparation and debriefing might be one of the most important experiences your students can have.)

4. How an idea becomes a law (pp. 25-37)

   a. Ideas for laws come from many sources - lawmakers themselves, labor, business, special interest groups and constituents. The input of citizens by writing and contacting their legislators is emphasized.

   b. Writing laws is difficult because laws must be constitutional, fair, clear and enforceable.

   c. Passing laws requires many steps. When the process is viewed from the vantage point of a lobbyist - one who is interested in the passage or defeat of a bill - it becomes more alive. Each step is then viewed as an opportunity for exerting pressure. Optional Activity 4 would re-enforce this concept.

CONTENT APPLICATION/ACTIVITY RATIONALE

A. Booklet Activities

1. Activity A. Your Lawmakers: Who Are They? What is Their Stand on Major Issues? (pp. 4-5)

   This Activity will help students not only learn who their representatives are but what stands on major issues they take. While much of the information can be obtained from the library and newspaper articles, students should be encouraged to call the representative's office. There, they will get the most accurate information. Optional Activity 1 would add to the students' background on legislators.

2. Activity B. Is 18 old enough to be a State Representative? What Do You Think? (p. 7)

   The Activity will help students formulate an opinion. It will give them an opportunity to discuss and even defend their position with a person of an opposing viewpoint.

3. Activity C. Qualifications for Lawmakers. Are Age, Citizenship and Residency enough requirements? (p. 8)

   This Activity will help students think about the present legal qualifications for holding elective office and whether or not other requirements are necessary. It will give them a chance to compare their opinion with someone else and to determine whether or not their views could be influenced by the other person.

4. Activity D. You and the Law: How Much Does the Law Affect Your Life? (pp. 10-11)

This Activity demonstrates how pervasive the law is and the great extent to which laws touch our lives. It would be an excellent Activity to do first orally - perhaps as an introduction to this booklet. The teacher could describe a portion of their day and students could call out when they believe a law is involved. Then, students could proceed to write their own brief scripts and analyze where laws come into play.

5. Activity E. "Washington Report" What Does It Tell the Voter? (pp. 12-13)

This actual newsletter from a Congressman should make the students aware of legislative issues and the desire of legislators to communicate with constituents. It has been included even though the reading level is very high. If students experience difficulty, they should use the cassette tape provided.

6. Activity F. Answering a Congressman's Poll (pp. 11-12)

This Activity gives students an opportunity to think about major issues and to form opinions. If the students have difficulty with the questionnaire, play the cassette for them. You might want to compile student answers to the questionnaire and have a class discussion. Students might want to invite a legislator into class for a question and answer session.

7. Activity G. Writing Your Lawmaker (pp. 20-21)

This Activity is one of the most crucial in the booklet. By this time, students should have sufficient awareness of issues and confidence in their own opinion to communicate a viewpoint to their representatives. Assist your students in successfully completing and mailing their letters so that hopefully some responses are received and can be discussed in class.

8. Activity H. Observing Your Lawmakers in Action (p. 23)

This Activity moves the students from the classroom into the community. It encourages students to see what is happening at their own City Hall. This Activity is set up to be accomplished independently by each student but a debriefing session drawing reactions from the students in a class discussion could enhance the experience. In the alternative, consider Optional Activity 5 - attending a legislative session as a class field trip. You could arrange for a legislator to speak briefly to the students before the session or

during a break. Then the next class session could be used for a debriefing.

9. Activity I. Contacting a Local Official: Your Report. (p. 27)

   This Activity completes the students' movement from initial legislative awareness to action. Students have learned about issues, written letters, observed lawmaking and now will talk personally with an official. A preparatory role play (Optional Activity 3) could be helpful in building student confidence to complete this Activity - see Appendix. Follow-up class discussion of student experiences might be valuable. In the alternative, a legislator could be invited into the class and individual student/ legislator interviews could take place.

10. Activity J. Writing a Bill: "There Ought To Be A Law to ..."(p.29)

    This Activity should help students understand the complexities of writing laws. A classroom discussion on some of their laws could be instructive in bringing out problems of constitutionality, jurisdiction, clarity, enforceability. Optional Activity 2 would further clarify the difficulty in expressing correctly the intent of a law.

11. Activity K. What Can You Do If You Feel "There Ought To Be A Law"? (p.37)

    This Activity gives students the opportunity to summarize what they have learned. Optional Activity 4 would be an excellent concluding event.

B. Optional Activities

1. Have students post news article concerning major legislative issues on a bulletin board. Arrange according to level of government:

   i.e. Federal - Congressional news
   State - New Jersey Legislative News
   Local - County or City News

2. Examine the diffculty in expressing the intent of laws, as shown in the exercise, "No Vehicles in the Park" - see Appendix. It further demonstrates the extent of judicial interpretation.

3. Conduct a lobbying role play - see Appendix.

4. Invite legislators and lobbyists to explain their respective roles in the lawmaking process and to respond to student queries.

5. Visit a legislative session as a class field trip.

ACTIVITIES

A. READING COMPREHENSION SKILLS In completing this unit, the student will be developing the following aspects of reading comprehension.	A	B	C	D	E	F	G	H	I	J	K	Important information I need to know	What will I do now?	Words to Use
1. Understanding the Main Idea		X	X	X	X	X	X	X	X	X	X		X	
2. Remembering Details	X	X	X	X	X	X	X	X	X	X	X	X		
3. Following a Sequence	X			X			X	X	X	X	X	X		
4. Following Printed Directions	X	X	X	X	X	?	X	X	X	X	X	X		X
5. Developing Vocabulary	X	X			X	X		X						X
6. Making Inferences		X	X	X	X	X	X	X	X	X	X	X		
7. Drawing Conclusions		X	X	X		X	X	X	X	X	X			
8. Application of Learning	X		X	X	X	X	X	X	X	X	X	X	X	X
9. Synthesizing		X	X				X	X		X	X	X	X	

B. VOCABULARY ALERT

The purpose of the Vocabulary Alert in each Teacher's Guide is to enable the teacher to select non-technical words that may need pre-teaching for visual recognition by the students. The page number of the first appearance of the word is given in brackets beside the word. On occasion, the part of speech is also given (e.g., n.-noun, v. - verb).

1. communication (p.19)
2. concern n. (p. 6)
3. consideration (p.21)
4. contract n. (p. 3)
5. environment (p.18)
6. geographical (p 10)
7. inflation (p. 5)
8. opportunity (p.18)
9. permission (p. 3)
10. persuasive (p. 1)
11. pollution (p. 5)
12. questionnaire (p.16)
13. requirement (p. 4)
14. typical (p.12)
15. variation (p. 5)

TEACHER GUIDE

WHAT IF . . . YOU ARE ARRESTED?

INTRODUCTION

National surveys indicate that many Americans are interested in the law - specifically the rights of the accused and court procedures. But research shows that people are frequently confused and unknowledgeable about both their rights and the court system. Consequently they are unable to act effectively if the need arises.

This booklet presents practical applications concerning constitutional rights. It deals with rights mentioned often in T.V. shows and in the newspaper. These rights include: the right against unlawful search or seizure, the right to remain silent, the right to a lawyer, the right to reasonable bail. By using actual documents and terminology, students become more familiar with their rights and the legal system.

While your students may not ever be arrested, all citizens ought to be aware of their constitutional rights and know how to use and protect them.

STUDENT OBJECTIVES

1. Students will learn about the rights of the accused and the practical application of constitutional rights - those enumerated by the Constitution and expanded by Supreme Court decisions.

2. Students will become familiar with vocabulary and legal forms used in the arrest/release process. (i.e. search warrant, arrest report, complaint form, application for public defender).

3. Students will become aware of how the law seeks to balance society's need to protect itself and the rights of the individuals (i.e. the need for the police to have authority to investigate us the right of individual privacy).

CONTENT HIGHLIGHTS

1. Vocabulary

   Words to Know (on back of title page)

   Words to Use (p. 37)

2. Being Arrested (pp. 2 - 12)

   a. Requirement for <u>probable cause</u>

b. Types of arrest

1.) By Warrant - a document obtained from a judge by police giving facts under oath.

2.) During "Hot pursuit" - police capturing a suspect in flight from a crime.

c. Constitutional protections during arrest

1.) 14th Amendment - requires due process and equal protection.

2.) 4th Amendment - protects against illegal search or seizure. Importance of Supreme Court decisions such as Mapp v. Ohio.

d. Remedies against false or illegal arrest

1.) Legal suits may be filed.

2.) Complaints may be brought to a police review panel.

3. Being Booked (pp 13 - 16)

Police procedures at the police station of filing an arrest report and a complaint, and fingerprinting and photographing suspects.

4. Being Questioned (pp. 17 - 22)

a. Constitutional rights

1. Right to remain silent - 5th Amendment

2. Right to a lawyer - 6th Amendment.

b. Expansion of right to remain silent by Supreme Court ruling in Miranda v. Arizona in 1966.

5. Being Represented (pp. 22 - 30)

a. 6th Amendment - right to counsel expanded by Supreme Court ruling in Gideon v. Wainwright. Now the poor as well as the rich are assured representation. Those who can afford to pay for an attorney can get names through the N.J. Lawyer Referral Service. Those who cannot afford to pay can apply for a public defender (form on pages 28 - 30).

b. An attorney protects defendants' constitutional rights to:

an early hearing - 6th Amendment

a speedy trial - 6th Amendment
call witnesses - " "
question accusers- " "
reasonable bail - 8th Amendment

6. Being Released (pp. 31 - 34)

a. The right to a preliminary hearing at which charges are read is provided for in the 5th Amendment. If the suspect is not brought before a judge (usually within 72 hours), the person can seek a writ of habeas corpus - a court order - requiring the jailer to bring the suspect before the judge so that it can be determined whether or not the suspect is being held legally.

b. The right to reasonable bail is set forth in the 8th Amendment.

1) Putting up bail - a certain amount of money - is suppose to ensure that a suspect will return for trial.

2) The amount of bail or whether it is required is determined by a judge based on the seriousness of the alledged crime and the following criteria:

- family ties
- community associations
- employment
- education

CONTENT APPLICATION/ACTIVITY RATIONALE

A. Booklet Activities

1. Activity A. Arrested: How do I feel?
What do I want to Know?

This activity will help students imagine themselves in a situation which may be very foreign to any experience they have ever had. It will start them thinking about what being arrested means and what facts or information they will need if they or friends are ever arrested. On the other hand, you may have students who have been arrested. They may or may not be willing to talk about the experience. If they are, their comments would add valuable insights to Optional Activities 1 and 2 (Teacher's Guide, pp. 4,5).

2. Activity B Search and Seizure: What is Fair?

This Activity will assist students in developing an ability to summarize the facts of a court case and to reach an opinion (just as a Supreme Court or any judge must do). Class discussion on what constitutes a legal search and seizure can be enhanced by using a police officer and/or an attorney as resources. (Optional Activities 1 and 5)

3. Activity C Understanding a Search Warrant

This Activity gives students an opportunity to study and to understand the warrant itself. Facts concerning the way it can be obtained can be discussed with a police officer and/or a judge (Optional Activities 1 and 5)

4. Activity D Citizen Complaints: What are the Procedures in your Town?

This Activity has students find out how their town handles citizen complaints against the police. If there are no procedures for filing complaints, students may want to start a class project. By enlisting the support of political leaders and media, they may be able to get a procedure set up.

5. Activity E Understanding Arrest and Complaint Forms

This Activity exposes students to actual forms used in the arrest process. They will become more familiar with how records are kept.

6. Activity F Interrogation: What are your Rights?

This Activity has students review an actual form which could be read to them. It gives them an opportunity to think about their constitutional rights and to determine if waiving the right to a lawyer and the right to remain silent would be in their best interest.

7. Activity G The Miranda Case: What do you Think?

This Activity encourages students to decide an actual Supreme Court decision and to compare their decision with the ruling of the Court. It asks students to think about a specific case from both the position of defendant and the prosecution. It then has students think beyond the specific case to broader issues including the law's attempt to balance individual rights and society needs.

8. Activity H. The Right to Counsel: What do you Think?

This Activity has students consider both a cartoon and a quote by a Supreme Court Justice to develop an opinion on the right to counsel.

9. Activity I Applying for Representation by the Public Defender

This Activity gives students practical experience in completing a legal form. It asks them to think about the importance of giving their oath.

10. Activity J What if ... I am arrested?

This Activity has students summarize what they have learned in terms of the original questions asked; i.e., Do I have to sign anything? Do I have to answer questions?

B. Optional Activities

1. Invite a police officer to class. This invaluable resource person could:

   a. Discuss with students their thoughts and concerns about being arrested (Activity A)

   b. Role play legal and illegal searches and arrests (Activities B + B)

   c. Role play securing a search warrant

   d. Role play the booking, questioning procedure

   e. Explain the citizen complaint process (if the town has one)

2. Use Police Patrol

   This simulation game is available from the IPLE office. It has students assume various roles in situations during which police are called. Having a police officer participate in the debriefing is strongly suggested.

3. Arrange for students to go on a police ride-along.

   Many communities have a citizen ride-along program. It allows students to actually experience police calls. Debrief in class with students comparing their experiences.

4. Show the Gideon Film: Right to Counsel

   This film, available from IPLE, can be shown in relation to Activities H + I. Using the stop/discuss technique (stopping the film at strategic points to discuss the facts thus far presented and to illicit opinions) sustains interest in the film and the subject matter and reinforces learning.

5. Invite a lawyer and/or a judge to discuss constitutional rights and practical applications. A lawyer would be particularly interesting in relation to the sections of the booklet dealing with being questioned, being represented, and being released. The judge could answer questions on all aspects of the arrest procedure but might be particularly informative on how a search warrant is obtained, what criteria are used for bail and what actually goes on at a preliminary hearing.

6. Arrange for students to visit a court room during Preliminary Hearing and/or Bail procedure.
   Request that the presiding judge discuss the proceedings with the students.

WHAT IF ... YOU ARE ARRESTED?

A. READING COMPREHENSION SKILLS

In completing this unit, the student will be developing the following aspects of reading comprehension.

	ACTIVITIES													
	A Arrested ...	B Search ...	C Understanding A Search	D Citizen ...	E Understanding Arrest ...	F Interrogation ...	G The Miranda ...	H Right to ...	I Applying for ...	J What if I am Arrested	Important Information I Need to Know	What will I do Now?	WORDS TO USE	
1. Understanding the Main Idea	X	X	X	X	X	X	X	X	X			X		
2. Remembering Details		X	X	X	X	X	X	X	X	X	X	X		
3. Following A Sequence		X			X					X	X			X
4. Following Printed Directions	X	X	X	X	X	X	X	X	X	X	X	X		X
5. Developing Vocabulary		X	X		X	X	X		X					X
6. Making Inferences	X	X	X	X	X	X	X	X	X		X	X		X
7. Drawing Conclusions		X	X	X	X	X	X	X	X			X		
8. Application of Learning		X	X		X	X	X	X	X	X	X	X		X
9. Synthesizing		X	X	X	X	X	X	X	X			X		

B. VOCABULARY ALERT

The purpose of the Vocabulary Alert in each Teacher's Guide is to enable the teacher to select non-technical words that may need pre-teaching for visual recognition by the students. The page number of the first appearance of the word is given in brackets beside the word.

1. appeal (... the case) (p.6)
2. deny (p. 36)
3. eligible (p. 26)
4. identify (p. 5)
5. illegal (p.5)
6. innocent (p. 31)
7. invasion (p.6)
8. method (p. 12)
9. nonetheless (p. 6)
10. protect (p. 32)
11. qualify (p. 26)
12. release (p. 26)
13. violate (... an amendment, ... someone's rights) (p.8)

EVALUATION AND RECORD KEEPING INSTRUMENTS

TEST OF POLITICAL AND LEGAL

COPING SKILLS

The purpose of this test is to help us learn what you already know. If you already know all these things, then we do not need to teach them. Please do not worry if you do not know all the answers. You are not expected to know them all. But try not to leave any blank. If you do not know an answer, make the best guess that you can. Choose the answer that seems most likely to be true. Mark your answer sheet with the letter for that answer.

Test of Political and Legal Coping Skills

Directions: Read each item carefully. Select the best answer from Those that are below the question. On the test, the answers have letters in front of them. On the answer sheet the boxes have letters under them. Make a dark mark with your pencil in the box with the same letter as your answer.

Make no marks on the question sheets. Put all your answers on the answer sheet.

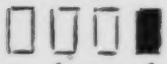
Two sample questions follow. Your teacher will help you practice marking the answer sheet for the sample questions.

Sample question A: A good reason for voting in a primary election is to:

a. get your name on the registered voter list
b. change your address on the registration list
c. lower your taxes at once
d. help choose candidates for the next election

Now mark your answer sheet in row A.

SAMPLES

A 

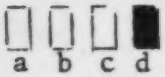
The answer is d: help choose candidates for the next election. Did you darken the space under Sample A box d?

You may correct it if you had a mistake. Now let's try the next one.

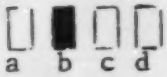
Sample B. If you are a registered voter, you are required to vote
a. Yes b. no

Darken the space above a or b on your answer sheet. You will not use c or d for this question.

SAMPLES

A 

The answer is b: no. The samples show how your answer sheet should look now.

B 

If you have any questions about using the answer sheet, ask your teacher now.

When your teacher tells you to, you may begin.

Test on Political and Legal Coping Skills

1. To register to vote in a federal election, you must:

   a) be at least 18 years old on Election Day
   b) be at least 21 years old on Election Day
   c) have graduated from high school
   d) pay taxes of any kind in your state

2. If you are not registered to vote and want to do so in person, you can go to:

   a) Legal aid services
   b) The Welfare Department
   c) The Board of Elections
   d) The Sheriff's Office

3. As a registered voter in New Jersey, can you witness the registration-by-mail form of a neighbor?
   a) Yes b) No

4. Suppose you have been a registered voter in Camden County and move to Atlantic County. In order to vote from your new address, must you re-register?
   a) Yes b) No

5. Mary Jones meets all qualifications for registering to vote, but she is serving time for election fraud in the state prison. Can she register to vote?
   a) Yes b) No

6. If Betty Green, who voted in 1977, marries John Brown will she need to re-register?
   a) Yes b) No

7. Suppose you have an elderly relative who speaks little English but otherwise meets the voter registration requirements. Can the person register?
   a) Yes b) No

8. Suppose John Brown last voted in New Jersey in 1972 and now wants to vote in 1979. What can he do?

   a) go to his old polling place on election day
   b) talk with a lawyer
   c) see his party committee person
   d) re-register by mail

9. If you have been registered to vote and move within 28 days of Election Day, you may:

   a) vote at your old address
   b) not vote in the election
   c) vote at your new address
   d) file a change of address card at the polls

10. At your local polling place, eligible voters in the district are listed according to:

    a) age: youngest to oldest
    b) street address
    c) party affiliation
    c) names in alphabetical order

11. When using a voting machine, once you have cast your vote but before you leave the booth, you may:

    a) still change your vote
    b) ask an election worker to change your vote for you
    c) not change your vote
    d) mark a second choice for each office

12. Women were given the right to vote by:

    a) an act of Congress
    b) a Supreme Court decision
    c) a Presidential proclamation
    d) a constitutional amendment

13. Suppose you are a registered voter but must be away on Election Day. What can you do?

    a) have a friend vote for you
    b) call your lawyer
    c) re-register
    d) apply for an absentee ballot

14. What is a primary election?

    a) an election in which only important offices are voted on
    b) an election in which only two candidates of each party may run
    c) an election in which the members of each political party select their party's candidates
    d) an election in which only local positions are filled

15. What type of government did the founding fathers create?

    a) a direct democracy
    b) a constitutional monarchy
    c) a representative democracy
    d) a dictatorship

16. In a closed primary election you, the voter, get:

a) the ballot of only one party
b) a ballot containing the names of policy-making officials
c) two ballots, one for each major party
d) a ballot only if you are a property owner

17. Which is <u>not</u> a requirement in order to be able to vote?

a) you must be at least 18 years old
b) you must have finished high school
c) you must be registered
d) you must be a citizen

18. According to the U.S. Constitution, who writes federal laws?

a) the Supreme Court
b) the President
c) the Congress
d) the Justice Department

19. What is a proposed law called?

a) a statute
b) a precedent
c) a resolution
d) a bill

20. The number of members in the House of Representatives from each state is decided by Congress.

a) once every 5 years
b) at the opening of each congressional session
c) after each 10 year census
d) on a quarterly basis

21. Qualifications for a U.S. Senator, are set by:

a) Federal law
b) the U.S. Constitution
c) political parties
d) citizen guidelines

22. Lobbyists are:

a) legal assistants working for a legislator
b) people who try to influence legislation
c) people who contribute to a law maker's campaign
d) legislators who represent special interest groups

23. The major purpose of lobbying is to:

a) share common interests
b) work for the good of the majority
c) influence legislation
d) raise campaign funds for candidates

24. If you hear that a bill is at "third reading," you know that it is:

a) open for amendments or revision in committee
b) ready for final vote by the legislators
c) going to be "tabled" until the next session
d) passed and awaiting the Governor's signature

25. After a bill has been passed by the House of Representatives and voted on by a Senate committee, where does it go next?

a) the full Senate
b) the President
c) the court
d) the joint committee

26. Who decides if a law is constitutional?

a) the President
b) the Congress
c) the people
d) the Supreme Court

27. When writing to a lawmaker, it is best:

a) to send a form letter
b) to list all the problems and concerns you have
c) to remind the lawmaker of your voting power
d) to be brief, factual and stick to one issue

28. Lawmakers can do away with an existing law. This process is:

a) a repeal
b) an appeal
c) a veto
d) a recall

29. Suppose the police have captured a man who has a criminal record. They are convinced that the man has committed a crime, but they have no proof. Are the police justified in questioning the man night and day for 24 hours?

a) no, under no circumstances
b) no, unless the crime was against women or children
c) yes, as long as they merely deprive him of sleep but do not use violence
d) yes, if they have a physician present to check his health and make sure he is not harmed.

30. What does a search warrant allow the police to do?

a) search only the area within reach of the accused person
b) search any certain area mentioned in the warrant
c) search the person's body for evidence of a crime
d) search for a missing person

31. Suppose you are driving over the speed limit. An officer stops you and smells marijuana in the car. The officer may:

a) give you a stern warning
b) give you a speeding ticket
c) search the car for marijuana
d) do any combination of the above

32. If you need a lawyer, you might call any of the places below except:

a) the local Bar Association
b) the City Council
c) the Legal Aid Society
d) the Public Defender

33. What does the term due process of law mean?

a) the protection given a citizen against unfair action by officials
b) a court order giving the police the authority to make an arrest
c) the process in Congress by which a bill becomes a law
d) the Supreme Court passing a law

34. Where will you find the most important rights of the accused written?

a) an FBI report
b) the penal code
c) the U. S. Constitution
d) the city charter

35. What is the purpose of bail?

a) to raise money for the public defender
b) to make sure a released suspect will come to court
c) to pay the judge's salary
d) to give money to victims of crime

36. Fred Felder was arrested and charged with armed robbery. He asked his brother to get him a lawyer. The lawyer's fee was too high. Does Fred have to be without a lawyer?

a) yes, if he can't afford one, he doesn't get one
b) no; the court will appoint a lawyer to defend him
c) no; the welfare office will assign a lawyer to him
d) no; the district attorney will defend him for free

37. The best grounds for an officer to make an arrest without a warrant is when the officer has:

a) been told by an informant that a crime has occurred
b) seen a criminal act occur
c) become suspicious of unusual activity at a specific location
d) none of the above

38. If you feel you are being mistreated by a police officer, the best thing to do is:

a) calmly announce that you feel your rights are being violated so you will resist
b) cooperate but memorize his badge number, note any witnesses, the location, time of day, etc., and as soon as possible, report it.
c) take care of yourself as best you can, then forget the incident as filing a report will only result in the officer trying to get even with you and your friends for reporting him
d) fight back and call for help

39. If you are arrested, what might be some of the factors used in deciding your bail?

a) the seriousness of the crime
b) a past criminal record
c) a permanent address and family in the community
d) all of the above

ANSWER SHEET

TEST OF POLITICAL AND LEGAL COPING SKILLS

Name_____ School_____

Date_____ City or Town_____

Last Name First Name

SAMPLES

A ☐ a ☐ b ☐ c ☐ d

B ☐ a ☐ b ☐ c ☐ d

1 ☐ a ☐ b ☐ c ☐ d

2 ☐ a ☐ b ☐ c ☐ d

3 ☐ a ☐ b ☐ c ☐ d

4 ☐ a ☐ b ☐ c ☐ d

5 ☐ a ☐ b ☐ c ☐ d

6 ☐ a ☐ b ☐ c ☐ d

7 ☐ a ☐ b ☐ c ☐ d

8 ☐ a ☐ b ☐ c ☐ d

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17 ☐ a ☐ b ☐ c ☐ d

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22 ☐ a ☐ b ☐ c ☐ d

23 ☐ a ☐ b ☐ c ☐ d

24 ☐ a ☐ b ☐ c ☐ d

25 ☐ a ☐ b ☐ c ☐ d

26 ☐ a ☐ b ☐ c ☐ d

27 ☐ a ☐ b ☐ c ☐ d

28 ☐ a ☐ b ☐ c ☐ d

29 ☐ a ☐ b ☐ c ☐ d

30 ☐ a ☐ b ☐ c ☐ d

31 ☐ a ☐ b ☐ c ☐ d

32 ☐ a ☐ b ☐ c ☐ d

33 ☐ a ☐ b ☐ c ☐ d

34 ☐ a ☐ b ☐ c ☐ d

35 ☐ a ☐ b ☐ c ☐ d

36 ☐ a ☐ b ☐ c ☐ d

37 ☐ a ☐ b ☐ c ☐ d

38 ☐ a ☐ b ☐ c ☐ d

39 ☐ a ☐ b ☐ c ☐ d

For teacher use only:

A._____ B_____ C_____

ANSWER SHEET KEY

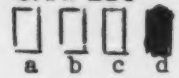
TEST OF POLITICAL AND LEGAL COPING SKILLS

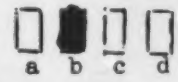
Name_____ School_____

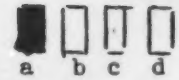
Date_____ City or Town_____

Last Name First Name

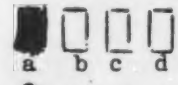
SAMPLES

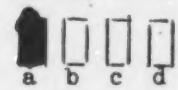
A 

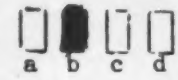
B 

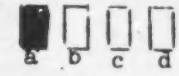
1 

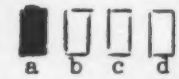
2

3 

4 

5 

6 

7 

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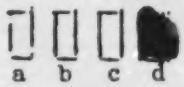
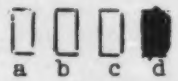
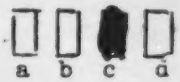
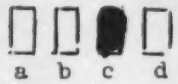
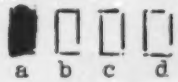
12 

13 

14 

15 

16 

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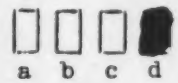
19 

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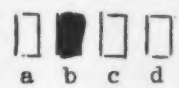
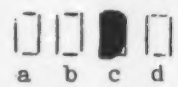
22 

23 

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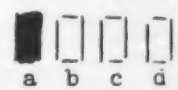
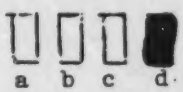
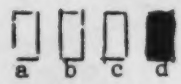
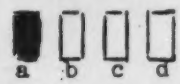
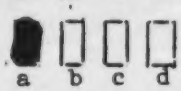
25 

26 

27 

28 

29 

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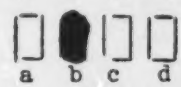
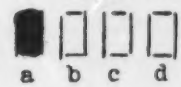
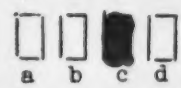
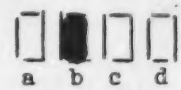
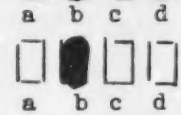
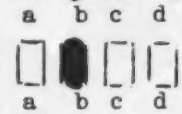
32 

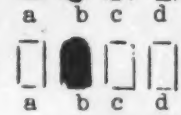
33 

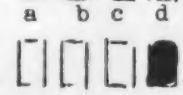
34 

35 

36 

37 

38 

39 

For teacher use only:

A._____ B_____ C_____

TEACHER CHECK LIST

Please check each activity as the student completes it. It is essential that we know which students have completed which modules before taking the test.

NAME OF MODULE: _____

WHAT IF ...

You Want to Register to Vote? ___ (Activities F thru K not applicable.)
You Want to Cast a Ballot? ___ (All Activities applicable.)
You Feel "There Ought To Be A Law?" ___ " " "
You Are Arrested? ___ " " "

___ Teacher Reaction Sheet enclosed.

TEACHER'S NAME: _____

SCHOOL _____

	SET 1	SET 2	STUDENT NAMES	ACTIVITIES A	B	C	D	E	F	G	H	I	J	K	IMPORTANT INFORMATION I NEED TO KEEP	WHAT WILL I DO NOW?	WORDS TO USE	STUDENT REACTION SHEET
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		

STUDENT REACTION SHEET

"What If . . . You Want to Register to Vote"

1. Check one:

____I am not eligible to register (will not be this year).

____I am eligible to register, but do not want to.

____I <u>might</u> register to vote this year.

____I <u>will</u> register to vote this year.

____I have registered to vote since reading this book.

____I was registered to vote before reading this book.

2. I found this booklet (check one on each line)

interesting	____very	_____some	_____not at all
useful	____very	_____some	_____not at all
understandable	____very	_____some	_____not at all

3. Since reading this book I have talked with a friend or relative about what I read, outside of class.

____Yes

____No

4. Which of these helped you learn the most? (check two.)

____ guest speaker	____ class discussion
____ reading booklet	____ role play activities
____ film or filmstrip	

Did you check two (2)?

STUDENT REACTION SHEET

"What If . . . You Want To Cast a Ballot?

1. Check one (1):

____ I am not eligible to vote (will not be this year).

____ I am eligible to vote but do not want to.

____ I might vote this year.

____ I will vote this year.

____ I have voted since reading this booklet.

____ I voted regularly before reading this booklet.

2. I found this booklet (check one on each line):

interesting	___ very	___ some	___ not at all	
useful	___ very	___ some	___ not at all	
understandable	___ very	___ some	___ not at all	

3. Since reading this book I have talked with a friend or relative about what I read, outside of class.

____ Yes

____ No

4. Which of these helped you learn the most? (check two.)

____ guest speaker ____ class discussion

____ reading booklet ____ role play activities

___ film or filmstrip

Did you check two (2)?

5. How important was it for you to learn the information in this booklet? (Check one.)

very important ____

quite important ____

somewhat important ____

not very important ____

not important ____

STUDENT REACTION SHEET

What if . . . You Feel "There Ought To Be A Law"?

1. Check one (1):

Yes	No	
___	___	I would like to influence my law makers to pass a certain law.
___	___	I will probably visit my city or town council meeting to learn more about what they do.
___	___	I am not interested in how bills are made into laws.
___	___	I might write or phone my local law maker to tell him my views.
___	___	I will write or phone my local law maker to tell him my views.
___	___	I have an idea that ought to become a law.
___	___	I believe that the law makers do not want to learn about my ideas.

2. I found this booklet (check one on each line):

interesting	____ very	____ some	____ not at all
useful	____ very	____ some	____ not at all
understandable	____ very	____ some	____ not at all

3. Since reading this book I have talked with a friend or relative about what I read, outside of class.

____ Yes

____ No

4. Which of these helped you learn the most? (Check two (2):

___ guest speaker

___ reading booklet

___ film or filmstrip

___ class discussion

___ role play activities

Did you check two (2)?

5. How important was it for you to learn the information in this booklet? (Check one).

very important ____ quite important ____

somewhat important ____ not very important ____

not important ____

STUDENT REACTION SHEET

"What if . . . You Are Arrested?"

1. Check under Yes or under No:

Yes	No	
___	___	From this booklet I learned what to do if I am arrested.
___	___	I learned, in this booklet, what to do to help a friend who might be arrested.
___	___	I think that it is important for arrested people to have their rights read to them before they are questioned.
___	___	I think that a lawyer should be provided free to defendants who cannot afford to pay for one.
___	___	As a taxpayer, I am willing to pay for a lawyer to represent defendants who cannot afford to hire one.
___	___	I was interested in reading the forms that police officers use when making an arrest.

2. I found this booklet (check one on each line):

interesting	_____very	_____some	_____not at all
useful	_____very	_____some	_____not at all
understandable	_____very	_____some	_____not at all

3. Since reading this book I have talked with a friend or relative about what I read, outside of class.

_____ Yes

_____ No

4. Which of these helped you learn the most?
(Check two (2):

_____ guest speaker

_____ reading booklet

_____ film or filmstrip

_____class discussion

_____role play activities

Did you check two (2)?

5. How important was it for you to learn the information in this booklet? (Check one).

very important _____ quite important _____

somewhat important _____ not very important _____

not important _____

TEACHER COMMENT SHEET

WHAT IF... YOU WANT TO REGISTER TO VOTE?

TEACHER NAME_____

ADULT ED. AFFILIATION _____

DATE_____

1. How many students used each set? Set I_____(4,5)

   Set II_____(7,8)

2. How important do you think the material in this book is for your students to learn?	Very Important		Somewhat Important		Not Important
	1	2	3	4	5
3. For your students, did the book cover the topic of being in an arrest situation in sufficient depth to be useful?	Too Detailed		About Right		Too Superficial
	1	2	3	4	5
4. After using the book with this class, how do you feel about using it again with a similar class?	Enthusiastic		Indifferent		Reluctant
	1	2	3	4	5
5. Did the Teacher's Guide provide you with enough information to teach the unit without additional research?	More than enough		Adequate		Inadequate
	1	2	3	4	5
6. In view of the class time required, rate the value of each activity for your students:	Great Value				No Value
A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5
G.	1	2	3	4	5
H.	1	2	3	4	5
I.	1	2	3	4	5
Important Information I Need To Keep.	1	2	3	4	5
What Will I Do Now?	1	2	3	4	5
Words To Use.	1	2	3	4	5

7. Description of instructional use of this module:
Check the ones you have used.

____independent reading of booklet

____oral reading of booklet

____use of resource people in classroom

____group discussion

____role play/simulation

____group field trip

____use of film/filmstrip

8. If you used both sets, did you find them equally useful and interesting - Set I (minimum reading grade level 4) and Set II (Minimum reading grade level 7):

Yes ____ No____If so, how?_____

_____

_____

_____

_____

_____

_____

_____

9. General Comments - Teacher's Perception:

A. Successes _____

_____

_____

_____

_____

B. Problems _____

_____

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_____

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_____

10. Student Reactions - Teacher's Perceptions:

_____

_____

_____

_____

TEACHER COMMENT SHEET

WHAT IF ... YOU WANT TO CAST A BALLOT?

TEACHER NAME_____

ADULT ED. AFFILIATION _____

DATE_____

1. How many students used each set? Set I_____(4,5)

   Set II_____(7,8)

2.	How important do you think the material in this book is for your students to learn?	Very Important 1	2	Somewhat Important 3	4	Not Important 5
3.	For your students, did the book cover the topic of being in an arrest situation in sufficient depth to be useful?	Too Detailed 1	2	About Right 3	4	Too Superficial 5
4.	After using the book with this class, how do you feel about using it again with a similar class?	Enthusiastic 1	2	Indifferent 3	4	Reluctant 5
5.	Did the Teacher's Guide provide you with enough information to teach the unit without additional research?	More than enough 1	2	Adequate 3	4	Inadequate 5
6.	In view of the class time required, rate the value of each activity for your students:	Great Value				No Value
	A.	1	2	3	4	5
	B.	1	2	3	4	5
	C.	1	2	3	4	5
	D.	1	2	3	4	5
	E.	1	2	3	4	5
	F.	1	2	3	4	5
	G.	1	2	3	4	5
	H.	1	2	3	4	5
	I.	1	2	3	4	5
	Important Information I Need To Keep.	1	2	3	4	5
	What Will I Do Now?	1	2	3	4	5
	Words To Use.	1	2	3	4	5

7. Description of instructional use of this module:
Check the ones you have used.

____independent reading of booklet

____oral reading of booklet

____use of resource people in classroom

____group discussion

____role play/simulation

____group field trip

____use of film/filmstrip

8. If you used both sets, did you find them equally useful and interesting - Set I (minimum reading grade level 4) and Set II (Minimum reading grade level 7):

Yes ____ No____If so, how?_____

_____

_____

_____

_____

_____

_____

_____

9. General Comments - Teacher's Perception:

A. Successes _____

_____

_____

_____

_____

B. Problems _____

_____

_____

_____

_____

_____

10. Student Reactions - Teacher's Perceptions:

_____

_____

_____

TEACHER COMMENT SHEET

WHAT IF ... YOU FEEL "THERE OUGHT TO BE A LAW"?

TEACHER NAME_____

ADULT ED. AFFILIATION _____

DATE_____

1. How many students used each set? Set I_____(4,5)

   Set II_____(7,8)

2. How important do you think the material in this book is for your students to learn?	Very Important		Somewhat Important		Not Important
	1	2	3	4	5
3. For your students, did the book cover the topic of being in an arrest situation in sufficient depth to be useful?	Too Detailed		About Right		Too Superficial
	1	2	3	4	5
4. After using the book with this class, how do you feel about using it again with a similar class?	Enthusiastic		Indifferent		Reluctant
	1	2	3	4	5
5. Did the Teacher's Guide provide you with enough information to teach the unit without additional research?	More than enough		Adequate		Inadequate
	1	2	3	4	5
6. In view of the class time required, rate the value of each activity for your students:	Great Value				No Value
A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5
G.	1	2	3	4	5
H.	1	2	3	4	5
I.	1	2	3	4	5
Important Information I Need To Keep.	1	2	3	4	5
What Will I Do Now?	1	2	3	4	5
Words To Use.	1	2	3	4	5

7. Description of instructional use of this module:
Check the ones you have used.

____independent reading of booklet

____oral reading of booklet

____use of resource people in classroom

____group discussion

____role play/simulation

____group field trip

____use of film/filmstrip

8. If you used both sets, did you find them equally useful and interesting - Set I (minimum reading grade level 4) and Set II (Minimum reading grade level 7):

Yes ____ No____If so, how?_____

_____

_____

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9. General Comments - Teacher's Perception:

A. Successes _____

_____

_____

_____

_____

B. Problems _____

_____

_____

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_____

10. Student Reactions - Teacher's Perceptions:

_____

_____

_____

TEACHER COMMENT SHEET

WHAT IF ... YOU ARE ARRESTED?

TEACHER NAME_____

ADULT ED. AFFILIATION _____

DATE_____

1. How many students used each set? Set I_____(4,5)

   Set II_____(7,8)

2.	How important do you think the material in this book is for your students to learn?	Very Important 1	2	Somewhat Important 3	4	Not Important 5
3.	For your students, did the book cover the topic of being in an arrest situation in sufficient depth to be useful?	Too Detailed 1	2	About Right 3	4	Too Superficial 5
4.	After using the book with this class, how do you feel about using it again with a similar class?	Enthusiastic 1	2	Indifferent 3	4	Reluctant 5
5.	Did the Teacher's Guide provide you with enough information to teach the unit without additional research?	More than enough 1	2	Adequate 3	4	Inadequate 5
6.	In view of the class time required, rate the value of each activity for your students:	Great Value				No Value
	A.	1	2	3	4	5
	B.	1	2	3	4	5
	C.	1	2	3	4	5
	D.	1	2	3	4	5
	E.	1	2	3	4	5
	F.	1	2	3	4	5
	G.	1	2	3	4	5
	H.	1	2	3	4	5
	I.	1	2	3	4	5
	Important Information I Need To Keep.	1	2	3	4	5
	What Will I Do Now?	1	2	3	4	5
	Words To Use.	1	2	3	4	5

7. Description of instructional use of this module:
Check the ones you have used.

____independent reading of booklet

____oral reading of booklet

____use of resource people in classroom

____group discussion

____role play/simulation

____group field trip

____use of film/filmstrip

8. If you used both sets, did you find them equally useful and interesting - Set I (minimum reading grade level 4) and Set II (Minimum reading grade level 7):

Yes ____ No____If so, how?_____

_____

_____

_____

_____

_____

_____

_____

9. General Comments - Teacher's Perception:

A. Successes _____

_____

_____

_____

_____

B. Problems _____

_____

_____

_____

_____

_____

10. Student Reactions - Teacher's Perceptions:

_____

_____

_____